IMPACT OF ORGANIZATIONAL LEARNING ON JOB SATISFACTION, COMMITMENT, AND PERFORMANCE OF PRIVATE BANK EMPLOYEES

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ABSTRACT

Employee performance serves as a vital measure in projecting future success within organizations. Key factors that influence this performance include organizational learning, job satisfaction, and employee commitment. This research investigates how organizational learning affects job satisfaction, organizational commitment, and employee performance, alongside the impact of job satisfaction and organizational commitment on performance outcomes. A quantitative method was applied through non-probability sampling, specifically convenience sampling. Primary data were obtained via an online survey involving 105 private bank employees in Tangerang, and analyzed using SmartPLS 4. The findings reveal that all proposed variables significantly and positively influence employee performance. Moreover, both job satisfaction and organizational commitment are proven to partially mediate the relationship between organizational learning and employee performance.

Keywords: Organizational Learning; Job Satisfaction; Organizational Commitment; Employee Performance

1. INTRODUCTION

In today's competitive environment, human resource management (HRM) plays a strategic role in driving organizational success. Human resources are viewed as critical assets that significantly affect the realization of corporate objectives. As noted by Saretta (2019), HR contributes substantially to the fulfillment of organizational targets, especially by enhancing operational effectiveness. Furthermore, HR contributes to maximizing workforce potential so that every task and function can be carried out effectively and efficiently (Liputan6, 2019). In reality, organizational achievement is strongly influenced by how effectively management formulates and executes strategic human resource planning and development initiatives (Spector, 1997).

Performance evaluation is one of the important methods for measuring and improving employee performance. This evaluation refers to company-established performance standards through key performance indicators (KPIs). Such a system enables companies to objectively assess high-performing employees and provide appropriate rewards. Companies with strong and consistent performance evaluation systems can identify employees' future potential and provide necessary training and support (Koesmono, 2016).

Efforts in training and development are essential for elevating employee performance. According to Dunnette (2020), such initiatives function as vital tools to strengthen human capital capabilities in completing tasks and adapting to workplace demands. Effective training programs create more competent and high-performing employees. Additionally, employee job satisfaction is another factor that cannot be ignored in efforts to improve

performance. According to Spector (1997), employees feel more satisfied and motivated to work when companies provide adequate attention and appreciation for their contributions. This shows that performance improvement depends not only on technical aspects but also on psychological and emotional aspects that affect employee well-being.

Organizational learning also plays a crucial role in driving improvements in HR performance. Lemmetyinen et al. (2009) state that organizational learning is an important process in acquiring new knowledge that enhances employee understanding and skills. Organizations that encourage continuous learning enable employees to adapt and grow alongside business environment changes. This learning process also strengthens employee involvement in the organization, reflected in organizational commitment. Solinger et al. (2008) argue that employee commitment includes emotional attachment, active involvement in the organization, and loyalty to company values. This commitment fosters a more productive and conducive work environment, ultimately supporting the achievement of organizational goals.

Although previous research has identified the significant role of training, job satisfaction, and organizational learning in improving employee performance, studies on integrating these three aspects remain limited. Dunnette (2020) and Lemmetyinen et al. (2009) have discussed the importance of training and learning, but few studies comprehensively link all three within a single framework. Companies often face challenges in aligning employee development efforts through training, commitment strengthening, and continuous organizational learning. Consequently, future studies are required to investigate the synergistic interaction among these three variables in enhancing human resource performance. The current research aims to offer a more comprehensive understanding of how the integration of training, organizational learning, and organizational commitment can contribute to improved performance, particularly within highly competitive organizational settings.

This research offers a more comprehensive perspective on how the combination of these factors can influence HR performance in companies. Thus, the findings from this study are expected to provide a stronger foundation for company management in designing more effective HR strategies while creating a competitive advantage in the industry.

2. RESEARCH METHOD

This research employed a quantitative approach, with the findings derived from statistical analysis as guided by Bougie and Sekaran (2020). The study also adopted a descriptive design, focusing on examining the relationships among variables, particularly the impact of organizational learning, job satisfaction, and organizational commitment on the performance of private bank employees in Tangerang.

Data were gathered through a cross-sectional design, indicating that the data collection occurred at a single point in time (Bougie & Sekaran, 2020). The primary data were sourced directly from participants, using an online questionnaire disseminated via Google Forms and distributed through WhatsApp to private bank employees in Tangerang who had a minimum of one year of work experience. Although the sentence previously referred to the Riau Islands, that location appears inconsistent and has been omitted for clarity, unless intentionally meant.

The population of interest included all bank employees in Tangerang, with the study sample specifically comprising those working in private banks. A non-probability sampling

technique was applied, implying that not all individuals in the population had an equal chance of being chosen. More precisely, convenience sampling was utilized, allowing the researcher to select respondents based on accessibility and availability (Bougie & Sekaran, 2020).

Hair et al. (2011) suggest that the minimum number of respondents in a study should be at least five times the total indicators used for measurement. Given that this research involved 21 indicators, a minimum of 105 participants was deemed appropriate for analysis. Most participants in this study were female, aged above 23, and had worked for a minimum of one year in private banking institutions in Tangerang. All respondents held at least a bachelor's degree (S1) as their highest educational attainment.

Data analysis was performed using the Partial Least Squares approach within the Structural Equation Modeling (PLS-SEM) framework, utilizing SmartPLS 4 software. The procedure involved three primary phases: assessment of the measurement model, structural model evaluation, and hypothesis verification.

Table 1. Research Variables Statement

Variable	Research Statment	Source
Organizational Learning	I always receive information related to my job	Arthur & Smith (2001)
	I always receive information related to the company	
	I am willing to accept challenges given by the company to improve the company	
	Learning practices at my workplace encourage me to actively participate in improving the company	
	During my time working at this company, I am always encouraged to achieve targets	
Job Satisfaction	I am responsible for completing the tasks assigned by the company	Griffin & Moorhead (2013)
	During my time working at this company, the salary provided meets my expectations	
	During my time working at this company, the rewards given meet my expectations	
	I feel that every employee in this company has the opportunity for promotion	
	I feel that the relationships formed within my team align with the company's values	
	I feel that the relationships formed with other divisions align with the company's values	
	While working at this company, I feel my manager always supervises my work	
Organizational Commitment (Supervisor Support)	I trust the company's goals and accept them	Schultz & Schultz (2015)
	I always accept the values adopted by the company	
	I always work hard to complete the tasks assigned by the company	
	I am willing to remain working at this company for a long time	
Employee Performance	I feel that teamwork within my team is good	Pawirosumarto (2017)
	I feel that teamwork with other divisions is good	
	I have the authority to make decisions independently	
	I always complete my tasks according to the given targets	
	I have good communication with my team	
	I have good communication with other divisions	
	I feel that this company provides opportunities for personal development	

3. RESULTS AND DISCUSSIONS

This study analyzes data using the Partial Least Square-Structural Equation Modeling (PLS-SEM) method, conducted with the SmartPLS 4 software. This method consists of three parts: outer model analysis, inner model analysis, and hypothesis testing, with a measurement using an alpha value of 5%.

The outer model analysis consists of validity and reliability analysis. The results of the analysis are as follows.

Validity testing encompasses both convergent and discriminant validity assessments. Convergent validity is evaluated using the Average Variance Extracted (AVE) values along with the outer loadings of the indicators.

Table 2. AVE Test Result
Source: Data analyzed (2024)

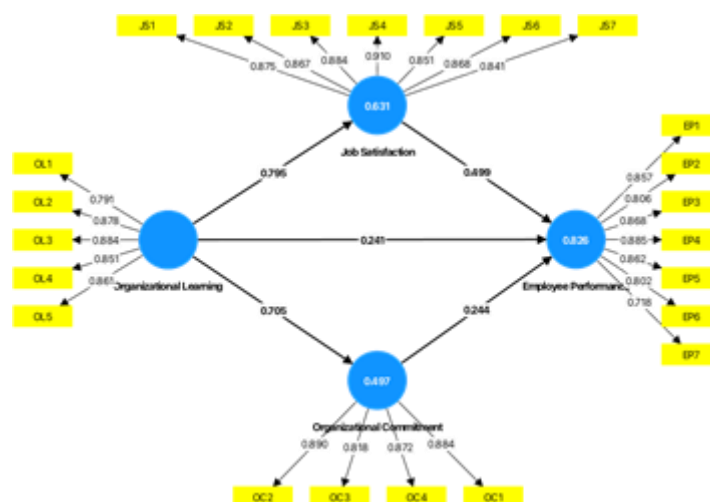|	Average variance extracted (AVE)
Employee Performance	0.689
Job Satisfaction	0.759
Organizational Commitment	0.751
Organizational Learning	0.729

Figure 1. Outer Loadings Result
Source: Data analyzed (2024)

Hair et al. (2021) state that an indicator is deemed to have acceptable convergent validity if both its outer loading and AVE values are above 0.5. Referring to Table 2 and Figure 2, it is evident that all constructs and indicators satisfy this threshold. The analysis of outer loadings also confirms that each indicator surpasses the 0.5 benchmark, thereby affirming the model's convergent validity.

In addition, discriminant validity was assessed using cross-loading analysis. The findings reveal that each indicator demonstrates a stronger correlation with its corresponding construct than with other constructs, thus satisfying the cross-loading requirements as recommended by Hair et al. (2019).

The assessment of reliability was carried out using both Cronbach's alpha and composite reliability metrics. As noted by Hair et al. (2021), these indicators are deemed acceptable when their values exceed 0.6, signifying that the constructs exhibit internal consistency. The outcomes of this evaluation are summarized in Table 3.

Table 3. Reliability Analysis Result
Source: Data analyzed (2024)

	Cronbach's alpha	Composite reliability (rho_a)
Employee Performance	0.924	0.926
Job Satisfaction	0.947	0.947
Organizational Commitment	0.889	0.895
Organizational Learning	0.906	0.907

Referring to Table 3, each construct demonstrates Cronbach's alpha and composite reliability values exceeding 0.6, which confirms the reliability of all variables included in the analysis.

The evaluation of the inner model involves several components, including the determination coefficient (R^2), predictive relevance (Q^2), effect size (f^2), the Goodness of Fit (GoF) index, analysis of path coefficients, and hypothesis testing procedures.

The R^2 test indicates the contribution of independent variables in explaining the dependent variable (Hair et al., 2021).

Table 4. R^2 Result
Source: Data analyzed (2024)

	R-square	R-square adjusted
Employee Performance	0.826	0.821

The R^2 score of 0.826 from Table 4 indicates that organizational learning, job satisfaction, and organizational commitment collectively account for 82.6% of the variation in employee performance. The remaining variance, 17.4%, may be influenced by other unexamined factors. This result falls into the high category as it is greater than 0.26 and does not fall below 0.74 (Hair et al., 2019).

The predictive relevance analysis is conducted using the blindfolding method to determine the ability of variables in predicting the research model (Hair et al., 2021). The employee performance variable meets the predictive relevance criteria because the Q^2 value is greater than 0, specifically 0.557 (Hair et al., 2019). This indicates that the variable can predict the research model well and falls into the large category as the Q^2 value exceeds 0.35 (Ghozali & Latan, 2015).

Based on Table 5, organizational learning, job satisfaction, and organizational commitment have f^2 values of 0.413, 0.135, and 0.115, respectively. This indicates that all independent variables have a moderate effect on employee performance since the f^2 value is greater than 0.15 (Hair et al., 2019).

Table 5. Effect Size
Source: Data analyzed (2024)

	Employee Performance
Employee Performance	
Job Satisfaction	0.413
Organizational Commitment	0.135
Organizational Learning	0.115

The GoF value is calculated based on an average AVE of 0.732 and an average R² of 0.849. The calculation is as follows:

$$GoF = \sqrt{(AVE \times R^2)} = \sqrt{(0.732 \times 0.849)} = 0.7875.$$

Based on this calculation, the resulting GoF value is 0.7875, indicating that the dependent variable has a strong ability to predict the research model and falls into the high category, as it exceeds 0.36 (Hair et al., 2019).

The path coefficient analysis examines the effect of independent variables on the dependent variable.

Tabel 6. Path Coefficient Analysis and Hypothesis Testing
Source: Data analyzed (2024)

	Original sample	t-statistics	p-values	Description
Job Satisfaction -> Employee Performance	0.499	4.786	0.000	Supported
Organizational Commitment -> Employee Performance	0.244	3.112	0.002	Supported
Organizational Learning -> Employee Performance	0.241	2.501	0.012	Supported
Organizational Learning -> Job Satisfaction	0.795	12.925	0.000	Supported
Organizational Learning -> Organizational Commitment	0.705	9.123	0.000	Supported

Tabel 7. Mediation Test Result
Source: Data analyzed (2024)

	Original sample	t-statistics	p-values	Description
Organizational Learning -> Organizational Commitment -> Employee Performance	0.172	2.915	0.004	Supported
Organizational Learning -> Job Satisfaction -> Employee Performance	0.397	4.665	0.000	Supported

The results of the path coefficient analysis in Table 6 confirm that job satisfaction has a significant and positive influence on employee performance (t = 4.786, p < 0.001). This finding is consistent with prior studies which emphasize that satisfied employees tend to exhibit higher motivation, productivity, and work quality (Kreitner & Kinicki, 2019; Petty et al., 1984). Spector (1997) also asserts that job satisfaction enhances affective engagement and reduces counterproductive behavior, thereby contributing to better performance outcomes. Hence, organizations should prioritize initiatives that improve working conditions, fair compensation systems, and constructive interpersonal relationships to foster satisfaction and elevate performance.

In parallel, organizational commitment significantly affects employee performance (t = 3.112, p < 0.01). Employees who internalize organizational goals and values often show higher levels of loyalty and discretionary effort (Mowday et al., 2013). This aligns with Rashid et al. (2003), who emphasized that affective commitment serves as a psychological contract that enhances performance outcomes. To strengthen commitment, companies are encouraged to implement structured career development programs, transparent recognition systems, and effective internal communication strategies.

Organizational learning also significantly impacts employee performance (t = 2.501, p = 0.012), underscoring the role of continuous knowledge development in improving output. Ellinger et al. (2002) argue that a learning-oriented culture fosters problem-solving abilities and innovation among employees, directly improving performance. Similarly, Correa et al. (2007) found that organizational learning initiatives lead to both individual and collective performance improvements. Therefore, cultivating a culture of continuous learning—through formal training, peer mentoring, and reflective practices—is essential for maintaining competitive advantage and adaptive performance.

Beyond its direct effect, organizational learning significantly enhances job satisfaction (t = 12.925, p < 0.001). This supports the view of Chang and Lee (2007) and Watkins and Marsick (2003), who emphasized that learning opportunities contribute to psychological empowerment and fulfillment. Employees who experience intellectual growth and skill mastery are more likely to feel valued, which increases intrinsic motivation and lowers turnover intention. As such, organizations should invest in diverse learning pathways that accommodate various developmental needs.

Furthermore, the positive impact of organizational learning on organizational commitment (t = 9.123, p < 0.001) indicates that employees respond positively when they perceive organizational support for their growth. Rose et al. (2009) and Usefi et al. (2013) emphasized that developmental support builds trust and reinforces an emotional bond with the organization. Access to strategic projects, coaching, and relevant learning resources fosters identification with organizational goals and sustains long-term engagement.

The mediation analysis (Table 7) reveals partial mediation effects: both job satisfaction and organizational commitment partially mediate the relationship between organizational learning and employee performance. While organizational learning directly influences performance, these mediators enhance the magnitude of its effect. This finding aligns with integrative HR models (e.g., Ellinger et al., 2002) that emphasize the synergistic relationship between cognitive, affective, and behavioral drivers of performance. Hence, learning programs should not only focus on skill-building but also aim to increase satisfaction and commitment as strategic levers for performance optimization.

4. CONCLUSIONS AND SUGGESTIONS

This study shows that job satisfaction, organizational commitment, and organizational learning have a significant and positive influence on employee performance. High job satisfaction has a significant and positive impact on performance, highlighting the importance of creating a supportive work environment. Strong organizational commitment has also been proven to have a significant and positive effect on performance, meaning that employees who are committed to the company tend to be more productive. Organizational learning has a significant and positive impact not only on performance but also on job satisfaction and

organizational commitment. Regarding mediation testing, both organizational commitment and job satisfaction strengthen the impact of organizational learning on performance; however, they do not completely replace the direct influence of organizational learning itself.

From a theoretical perspective, further research is recommended to use a longitudinal or experimental design to strengthen causal evidence between variables. From a practical perspective, organizations need to focus on developing continuous learning programs and strategies to enhance job satisfaction and organizational commitment to drive optimal performance. The implementation of policies that support employee well-being and development is also essential to improving overall loyalty and productivity.

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